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ABSTRACT

This evaluation report documents the CIVITAS program's progress toward its five stated goals: (1) acquaint educators from Eastern and Central Europe with exemplary curricular and teacher training programs in civic education developed in the United States; (2) assist educators from Eastern and Central Europe in adapting and implementing effective civic education programs in their own countries; (3) create instructional materials for students in the United States that will help them better understand emerging constitutional democracies; (4) facilitate the exchange of ideas and experiences in civic education among political, educational, and private sector leaders from Eastern and Central Europe, the United States, and other established democracies; and (5) encourage research to determine the effects of civic education on the development of knowledge, skills, and traits of public and private character essential for the preservation and improvement of constitutional democracy. The report states that U.S. partners and people from Eastern and Central Europe were asked to respond to questionnaires eliciting both numerical and narrative data regarding their progress toward meeting these goals. Questionnaires were mailed in July and October of 1998 to 12 European partners and 16 U. S. partners. Six European partners and nine U. S. partners responded. According to the report, responses from both U.S. and European partners clearly indicated that at these partnership sites at least four of the five goals are being achieved. The only goal not yet being achieved, by all but one site, is conducting research to determine the impact of civic education and the development of knowledge skills and traits essential for the improvement of constitutional democracy. Contains 4 tables of data, a sample survey, and informational appendixes. (BT)

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CIVITAS

AN INTERNATIONAL CIVIC EDUCATION EXCHANGE PROGRAM

CENTER FOR CIVIC EDUCATION

PROGRAM EVALUATION

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November 4, 1998

SO 030 576

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CIVITAS: AN INTERNATIONAL CIVIC EDUCATIONAL EXCHANGE PROGRAM. EVALUATION REPORT

Executive Summary

The purpose of this evaluation report is to document the program's progress toward five goals stated in the CIVITAS brochures and on page 1 of this evaluation report, and to use data to inform potential changes in the partner's approaches toward achieving the goals.

American partners and those from Eastern and Central Europe were asked to respond to questionnaires eliciting both numerical and narrative data regarding their progress toward meeting these goals. Questionnaires were faxed and electronically mailed in July and again in October of 1998 to twelve European partners and sixteen American partners. Of these, six European partners and nine American partners responded.

The responses from both American and Eastern/Central European partners clearly indicate that at these partnership sites, at least four of the five goals are being achieved. The only goal which has not yet been achieved by all but one site, is conducting research to determine the impact of civic education on the development of knowledge, skills and traits of public and private character essential for the preservation and improvement of constitutional democracy. In fairness, however, several of the reporting programs are fairly new and have not yet developed the appropriate infrastructure to support such research efforts. Studies on the evolution and evaluation of new programs indicate that it takes from three to five years for a program to be sufficiently formed to asses effects on student performance. Hence research and evaluation efforts at this point would best serve the purpose of describing and documenting the processes by which the programs were established.

The partners have facilitated over 200 fruitful visits to European and American Exchange sites in which both American and Eastern and Central European teachers have attended over 80 preservice and inservice seminars, workshops, conferences, and other staff development activities. In addition, students in elementary through high school have participated in a variety of academic competitions, showcases, projects, and other activities focused on civic education. Out of these efforts materials have been translated and developed for use in Eastern and Central Europe. American students have benefited greatly from their interactions with visiting European delegations as well as from lessons, materials, and programs that have been developed for use in the U.S. as a result of Civitas. The visits by delegations has helped to build national and international bridges across various political, economic and educational sectors. The following nuggets of data support these findings:

> *Over 49 teachers and 19 school administrators from Eastern and Central Europe have visited their American exchange site during the past three years (1995-1998).*
>
> *American partners have hosted over 130 delegates from Eastern and Central Europe during the past three years (1995 - 1998). These delegates have made over 100 visits to over 300 elementary, middle, and senior high school classrooms across the United States.*
>
> *Over one hundred thousand students in Eastern and Central Europe have been or will be affected by the inservices, competitions, and publications in Latvia (94,250), Hungary (1,000), Russia (17,500), and the Czech Republic (2,000). Hundreds of teachers have participated in these events and thousands (14,700 approximately) more are or will be using newly translated or newly developed materials in civic education.*

Both American and European respondents wrote eloquently about the human and social impact the CIVITAS Exchange Program has had on them as individual professionals, as well as on teachers and students in their country.

"As we watched the competition, we quickly realized that the the 'sounds of democracy' in the old town hall of Budapest were similar to the 'sounds of democracy' in the United States'. The atmosphere of dialogue and debate were similar. The students competing had become Hungary's newest constitutional experts."

"On each exchange visit the Latvian delegates met with students involved with student and attended many classes. Meaningful discussions occurred between our guests and the students...It was important for students to realize that some people do not have the advantage of living under a democratic constitution. One of the exchange participants was traveling with her teenage daughter. As her daughter and our students spent the day both realized that although they came from different parts of the world they had some of the same experiences and concerns as young adults. "Democratic Partnerships" are now being established where American students can exchange information with Latvian students about civic issues."

"We have realized that the life in democratic society demands to educate new features in every individual, so we must use good experiences in Democracy, not to waste time and to avoid the problems which you have solved before. I suppose that my work with CIVITAS is to work for the future of Russia."

Overview of the Program

The overarching mission of the Civitas program is to develop an international civic education exchange program involving educators from Eastern European nations and the United States. The Center for Civic Education is a primary facilitator of this effort, with the support of the United States Department of Education, the United States Information Agency, and a variety of national and local agencies both in the United States and in Eastern Europe.

The goals of the Civitas program are to:

acquaint educators from Eastern and Central Europe with exemplary curricular and teacher training programs in civic education developed in the United States

assist educators from Eastern and Central Europe in adapting and implementing effective civic education programs in their own countries

create instructional materials for students in the United States that will help them better understand emerging constitutional democracies

facilitate the exchange of ideas and experience in civic education among political, educational, and private sector leaders from Eastern and Central Europe, the United States, and other established democracies

encourage research to determine the efforts of civic education on the development of knowledge, skills, and traits of public and private character essential for the preservation and improvement of constitutional democracy

The purpose of this evaluation report is to document the program's progress toward these five goals, and to use the data to inform potential changes in the partners' approaches toward achieving the goals.

Evaluation Design

Two questionnaires were developed, one for the European partners, the other for the American partners (see Appendix).The

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questionnaires were developed collaboratively by the evaluator and staff from the Center for Civic Education, including the evaluation coordinator, as well as program directors and staff in the Civitas program.

Each questionnaire elicits both narrative and numerical information that addresses the goals listed above. The questionnaires were sent to twelve international participants and sixteen American participants via fax and email, followed by phone calls to ensure they had received the materials in July 1998, and reminder faxes and e-mails were sent again in October 1998. Six Eastern and Central European and nine American participants have responded to the questionnaire. Follow up phone calls as well as email indicate that during the summer months, many of the partners, particularly in Eastern and Central Europe, are either traveling to civic education activities or are on holiday.
Numerical data are presented in tables where appropriate. Narrative data were analyzed using content analyses. The presentation of the findings is organized in light of the five program goals.

Evaluation Findings

The Context of the Civitas Partnerships. One of the factors that affects how the Civitas program achieves its goals is the context within which the Civitas partners, both European and American, realize their efforts. In terms of program development, Civitas is fairly new. Of the American partners who responded, five began their involvement in 1995, three in 1996, and one in 1997. Of the Eastern and Central European partners, one Latvian and two Russian partners have been involved since 1995, and the Czech, Siberian, and Bosnian partners since 1997. Some of the American partners indicated that much of the first year is devoted to developing

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trust and a mutual vision between the partners as well as getting to know basic information about how civic education is implemented at the partners' sites both regionally and nationally. One American partner wrote:

"During this time we have been working to build solid relationships based upon trust and good communication. This cannot be rushed into... We believe that we are building a good foundation for future more complex and detailed work that will assist educators in Russia, Alaska, Washington state, and in other parts of the U.S. in strengthening public education." (Doug Phillips, July 29, 1998).

The responses to the questionnaire revealed some of the differences in how civic education as well as education in general is implemented within and between the Eastern and Central European countries (ECE) and the United States.

Eastern and Central European partners were asked several questions about the nature of civic education in their countries. All of the Eastern European partners indicated that civic education is not required at the elementary level. In Russia and Latvia it is required for students from ages 12 to 16. Civic education is often incorporated into another subject matter (i.e. economics, history) or may be an extra curricular activity. This varies within each country. The Latvian partner indicated that "a new development has started. In grades 5-9 projects like Project Citizen are popular" (Valts Sarma, October, 1998). Partners from Bosnia and Herzegovina report that it is not generally required as a separate subjects and is often taught during "class community course, something akin to us homeroom with academic focus".

In Russia and in the Czech republic the national and regional ministries of education have the primary responsibility for setting curriculum standards and goals for civic education. In

Latvia, the Latvian Curriculum and Development and Examination Center in the Ministry of Education has the primary responsibility for approving curriculum standards and printing civics teaching materials. The Latvian respondent notes that recent standards were developed collaboratively by the Democracy Advancement Center, Dr. John.J. Patrick from the Social Sciences Development Center at Indiana University, and Guntars Catlaks from the Soros Foundation in Latvia.

The partners from Bosnia and Herzegovina report that relationships are changing with respect to this issue. Currently, "the Federation Ministry of Education is responsible for 70% of the curriculum and the cantons for 30%. In the Rpublika Srpska, the central ministry sets it all." However, due to the post war conditions the primary support for civic education occurs through the CIVITAS Exchange program.

Support for civic education varies. The Czech partner reports that civic education is funded by several sources including the University (Faculty of Education), the Ministry of Education, and various grants. One Russian partner indicated that all of the support comes from grants, none from the government. Another Russian partner also reports full funding from grants. The Latvian partner receives about half of the funding from NED, USIS, and the other half from the government and the CIVITAS grant. The Partners from Bosnia and Herzegovina receive approximately 93% of their funding from the USIA, 7% from the CIVITAS grant and no support from the government. In the Czech Republic, Latvia, and Russia, the support includes facilities, equipment, university faculty salaries, training, and release time.

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TABLE 1

Number of Teachers, Administrators, Public Officials and Leaders in Education from Eastern and Central Europe that Have Visited an American Exchange Site by Year.

Country/Year	Teachers	Administrators	Officials	Leaders
Czech Republic (Polechova)				
1995/96	3	0	0	2
1996/97	4	0	0	2
1996/98	4	1	1	0
Russia (Belyakov)				
1997/98	1	2	1	1
Russia (Polojevets)				
1995/96	8	1		1
1996/97	11	1		1
1997/98	9	6	1	3
Russia (Fridman)				
1997-98		4		1
1998-99	1	2		
Latvia (Sarma)				
1995-96		2		
1996-97		3		
1997-98		2		
TOTAL	40	24	3	10

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Comments from both the American and ECE partners also describe some differences in teaching strategies that are typically used in ECE and the U.S.. For example, several responses indicated that student-centered approaches such as cooperative learning, class discussions, and independent group projects are not typically used in Russia and the Czech Republic. Once EEC teachers see how well these strategies can work (in their visits to U.S. schools), they enthusiastically implement these strategies in their countries.

These are some of the differences described by the European and American partners regarding the implementation of Civic Education in Eastern and Central European countries. More differences and issues surface as the program's progress toward meeting its goals is described in subsequent sections.

Goal: to acquaint educators from Eastern and Central Europe with exemplary curricular and teacher training programs in civic education developed in the United States

To meet this goal, there has been a continuous exchange of visits among delegates from the American and Eastern and Central European partners. These visits have enabled the Eastern and Central European partners to 1) observe exemplary civic education lessons, programs and events in the United States, and 2) receive training regarding these programs both in the United States and in Eastern and Central Europe.

Delegation Visits. The Russian, Czech and Latvian EEC partners at six EEC exchange sites report that about 40 teachers and 24 school administrators have visited their American exchange site during the past three years (1995-1998). Nine American partners have hosted over 130 delegates from Eastern and Central Europe during the past three years (1995 - 1998). These delegates have made over

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TABLE 2

Delegates from Eastern and Central Europe Visiting U.S.

DATE	DELEGATES COUNTRY	NO.of DELEGATES	DESCRIPTION OF DELEGATES MET
95/96	Latvia	11	State Attorney General, State Court Justice, local judges and attorneys, State Bar Association leaders, Rep. Henry Hyde.
96/97	Latvia	13	
97/98	Latvia	11	
95/96	Poland	7	U.S. congressional and state senators and representatives, college professors, school principals and teachers.
96/97	Poland	6	
97/98	Poland	6	
95/96	Hungary	6	U.S. congressional and state senators and representatives, state supreme court justices, state bar officials, city mayor, U.S. congressional economists. Staff and consultants from U.S. Office of Educational Research and Improvement, and U.S. Department of Education.
96/97	Hungary	8	
97/98	Hungary	6	
96/97	Russia	6	City mayor, state supreme court court justice, state school board, district superintendents university chancellor, college professors, state bar officials, principals, teachers.
97/98	Russia	5	
96/97	Bosnia/ Herzegovina (B.H.)	13	State representatives, state supreme court justice, U.S. district court judge, state schools superintendent, college professors, school district administrators, teachers
97/98	B.H.	11	
95/96	B.H.	unknown	Governor, U.S. senators, Director of State Department of Education, mayor, state attorney general, state treasurer
96/97	B.H.	8	
97/98	B.H.	11	
97/98	Russia	5	State Superintendent of Public Instruction, U.S. state senator, Superintendent, board members of school district.
TOTAL		133	

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TABLE 3
Number of Visits of Delegations to U.S. Schools

LOCATION	DATES	GRADE LEVEL	NO.VISITS	NO.CLASSROOMS
SITE 1	95/96	elementary	1	2
		high school	5	8
	96/97	elementary	1	3
		high school	2	4
	97/98	elementary	1	3
		middle school	4	
		high school	2	4
SITE 2	95/96	elementary	1	3
		middle school	2	4
		high school	5	15
	96/97	middle school	1	3
		high school	5	15
	97/98	high school	6	18
SITE 3	95/96	elementary	1	3
		middle school	1	4
		high school	3	6
	96/97	elementary	1	2
		middle school	1	2
		high school	6	11
	97/98	elementary	1	2
		high school	5	14
SITE 4	96/97	elementary	3	
		middle school	3	
		high school	5	
	97/98	elementary	5	
		middle school	5	
		high school	7	
SITE 5	96/97	middle school	1	3
		high school	1	3
	97/98	middle school	1	3
		high school	1	3

TABLE 3
Number of Visits of Delegations to U.S. Schools

LOCATION	DATES	GRADE LEVEL	NO.VISITS	NO.CLASSROOMS
SITE 6	97/98	elementary	1	3
		middle school	1	1
		high school	2	10
SITE 7	97/98	elementary	2	7
		middle school	2	2
		high school	2	2
SITE 8	95/96	high school	1	4
	96/97	high school	2	4
	97/98	high school	2	4
SITE 9	95/96	elementary	1	2
		middle school	1	1
		high school	2	16
	96/97	elementary	1	3
		middle school	1	2
		high school	3	20
	97/98	high school	2	13
TOTAL			122	336

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100 visits to approximately 336 elementary, middle, and senior high school classrooms across the United States.

In the course of these visits, Eastern and Central European delegates from countries such as Latvia, Hungary, Poland, Bosnia Herzegovina, Russia and the Czech Republic, observed and participated in many exemplary civic education lessons, programs, and events in American schools.

For example, five Latvian delegates visiting Indiana observed the Fourth Annual Youth for Justice Summit. In this program, approximately 70 middle school students focused on ways to improve their schools. They used materials (Project Citizen and Violence in the School, developed by the Center for Civic Education) to address the issue of organizing students for safety in schools.

Irina Fridman (Sakhalin, Siberia) notes that the Russian delegation was impressed by American students' critical thinking skills and were very touched by the awards ceremony at the National Final Competition. The delegates also felt that, because of the visit they had a greater understanding of "the goals of the CIVITAS Exchange program" and were even more motivated to begin working toward those goals as soon as possible. She reports that the delegates quickly "initiated work directly with teachers of schools because they are the key persons who can improve the Program". By July they had organized and implemented a regional seminar for teachers in Sakhalin with invited speakers from the United States such as Douglas Phillips.

Inservice and Preservice Training. In addition to observing exemplary programs in the United States, American partners have held over 80 teacher institutes, conferences, and other preservice

TABLE 4

Total Number of Participants in Civic Education Conferences, Training Institutes and Seminars that have Occurred in Central and Eastern Europe as a Result of the Civitas Program.

YEAR/COUNTRY	CONFERENCES	TRAINING INSTITUTES	SEMINARS
Czech Republic Polochova			
1995/96			
1996/97			120
1997/98		50	330
Russia (Polojevets)			
1995/96	80	60	46
1996/97	40	70	50
1997/98	90	80	60
Russia (Fridman)			
1997-98		80	
Latvia* (Sarma)			
1995-96		3*	
1996-97		3*	
1997-98		2*	
TOTAL	**210**	**348**	**606**

*** This question may have been misread by the respondent to mean how many training institutes, etc. were held rather than how many participants in each event.**

and inservice activities during the past three years. American delegates have also held several international conferences in Eastern and Central Europe, facilitated internships between European delegates and American state and local government and school officials, and developed videos, lessons, and other materials for use in Europe. In Poland American educators have held two international conferences and two workshops for inservice and preservice teachers on civic education. In Hungary, American educators have collaborated in developing several civic education courses for preservice and practicing teachers. They report that more than 150 teachers have received over 300 hours of instruction on civic education and civic education teaching methods. Additional preservice and inservice training activities include:

♦The Mershon Center at Ohio State University, organized two teacher education conferences and two teacher education workshops in Poland. In addition, Polish teachers involved in the program have made presentations at the National Council for Social Studies (NCSS) in 1996 and 1997, and in four regional NCSS conferences in 1997.

♦From 1995 to 198, the Florida Law Related Education Association has conducted over 20 seminars, workshops and conferences on a variety of topics such as the U.S. Constitutional democracy, major governmental institutions and systems in the U.S., challenges to a representative democracy, the rationales for civic education, and implementation of civic education. Hungarian delegation members learned interactive methods of teaching, received hands-on internet training, learned about formal and informal curricula, standards, assessment, objective v subjective teaching, lesson plan development, and using intellectual and participatory skills.

♦The Anchorage School District, which began its partnership in the Spring of 1997, has conducted over 17 teacher training sessions.

♦The Washington State, Alaska, Salkhalin partnership, which also began in 1997, has conducted four inservices and one retreat for over 350 teachers.

Impact of visits and training. The impact of these training activities has been significant, not only in terms of the numbers of teachers and students affected, but also in relation to the kinds of changes that have occurred in curriculum and instruction as reported by the Eastern and Central European partners. Eastern and Central European partners gave several examples of how their delegates became more active in promoting civic education upon their return home.

♦Czech teachers used Project Citizen as a model for civic education. They translated the materials and then implemented Project Citizen the following year.

♦Two Russian principals in different cities started the "Citizen" competition in their secondary schools.

♦Another Russian principal began an exchange program of Russian and American students participating in a comparative study of the Russian and American constitutions.

♦Several Russian educators have conducted seminars and workshops for teachers upon their return from the United States.

♦Latvian teachers who visited Indiana University and Illinois State University became leaders in teacher training in Latvia and have conducted about 300 teacher training seminars or courses within three years.

♦Latvian teachers who visited the United States in 1998 are now taking responsibility for implementing Project Citizen throughout Latvia.

The Eastern and Central European partners were asked to estimate the total number of participants in Civic Education conferences, training institutes and seminars as a result of their

participation in the Civitas Program. Two countries (Czech Republic and Russia) reported over 210 conferences, 560 training institutes, and over 610 seminars during the past three years.

The exchange of visits accompanied by seminars, workshops, institutes and other teacher training activities has been a key support in helping EEC educators to implement some of these programs and materials in their own countries.

Goal: to assist educators from Eastern and Central Europe in adapting and implementing effective civic education programs in their own countries

Both the European and American partners report that Civitas has provided critical support for educators in Eastern and Central Europe who want to adapt and implement effective civic education programs in their countries. The support took various forms including consultation by American experts in Europe, facilitation of civic education activities such as seminars and conferences for teachers as described above and student academic competitions, translation of American materials and development of materials for the European partners.

Consultation. Czech, Latvian and Russian partners report that Civitas "provided ideas, materials and presenters for Civic Education Institutes."

From 1995-1998 John Patrick and assistants of the Social Studies Development Center (SSDC) at Indiana University, have provided consultation to the Democracy Advancement Center in Latvia in the development of teaching and learning materials for civic education

in the 8th and 9th grade. More than 30,000 Latvian students have been affected by this activity.

Mr. Doug Phillips, Social Studies Coordinator from the Alaska School District was the principal presenter at several 3 and 4 day regional workshops for teachers and administrators in Sakhalin held in February and again in July. Irina Fridman, Director of the Department of Education in Sakhalin wrote that teachers described his presentations as" A sun ray in everyday routine" because of his "interesting and vivid methods of presentation". Over 80 teachers and administrators attended these seminars.

Student Activities. The ECE and American partners report a variety of activities in which hundreds of students have participated, including academic competitions, showcases, and projects.

The Florida Law Related Educational Association facilitated the development of a Hungarian student academic competition. Over 300 students in 60 schools participated in the pilot in 1996 - 1997. This competition was expanded in 1998 to full-scale national competition including approximately 680 students from 86 schools and 100 sponsoring teachers. The 168 teams addressed issues relating to constitutionalism, politics and human rights.

One Russian partner reports that two Olympiads in civics have been held in 1997-1998. One Czech partner listed four showcases including 41 classrooms and 560 students from March through May of 1998. The Latvian partner reports that competitions in Project Citizen expected to occur in 1999, first in a city, then nationwide. CIVITAS work with students in Sakhalin just began in September, 1998.

Translations and Development. The European partners have translated several of the texts and materials developed by the Center for Civic Education.

In 1998 the Social Studies Development Center at Indiana University helped the Democracy Advancement Center of Latvia to implement a Latvian language version of Project Citizen. In addition the text, Civic Education for Democracy in Latvia was developed in the Latvian language. The Latvian partner reports that, by 1998, 94,000 student texts and 4600 teachers' guides had been printed.

The Russian Partner (Sakhalin) of the Washington State, Alaska, Sakhalin Partnership has translated two books: Foundations of Democracy (250 books printed for high school) and We the People Teacher's Guide (50 copies printed). These will be used in the fall of 1998.

The Florida Law Related Education Association reports that twenty of the lessons they have developed will be translated into Hungarian.

The Czech Republic partner has developed: 1) National Standards for Civics and Government, including 50 teacher guides and 2000 student books; 2) Education for Democratic Citizenship: a Framework including 70 teacher guides and 2000 books.

One of the Russian partners has translated American Standards in Civics, We the People, (10,000 student texts) and Civic Education: Active Classrooms (10,000 teacher guides). In addition they have developed but not yet published Russian Constitution.

Impact of Implementation Assistance and Activities. The numbers cited above show that over one hundred thousand students have been or will be affected by the inservices, competitions, and publications in Latvia (94,250), Hungary (1,000), Russia (17,500), and the Czech Republic (2,000). Hundreds of teachers have participated in these events and thousands (14,700 approximately) more are or will be using newly translated or newly developed materials in civic education. More important than the quantity of this impact, however, is the quality of the interactions and the materials.

Several of the American and European partners wrote eloquently regarding the kinds of significant and poignant scenes they observed as a result of international collaboration and mutual support.

Dr. Valts Sarma, President of the Democracy Advancement Center in Latvia observes,

> ***"One of the nicest changes I have seen was a week ago in a classroom in Jurmala city, right after the civics lesson. The lesson was over but students still were in the classroom debating the issues brought up in the lesson. Moreover - maybe this is not a 'nice' example, but it shows the intensity of debate - two students get in a fight after school and they explained that they had arguments about the controversial issue from the lesson."***

Dr. Polechova from the Czech Republic wrote the following in regard to Civitas role in fostering a supportive environment for civic education,

> ***"With successful spreading of the Civitas program, there is a great potential for influence of Civitas in fostering a supportive environment for civic instruction. Project Citizen was accepted very positively by teachers in the pilot."***

Dr. Polojevets, in commenting about Civitas in Russia states,

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"Civitas influenced the Ministry [of Education] which has increased its support of civic education and has helped to disseminate [materials]."

One of the most eloquent statements was written by Balazs Hidvegh regarding the 1997 Hungarian academic competition he witnessed. At that time he was executive director of the Civitas Association in Hungary.

"As we watched the competition, we quickly realized that the 'sounds of democracy' in the old town hall of Budapest were similar to the 'sounds of democracy' in the United States'. The atmosphere of dialogue and debate were similar. The students competing had become Hungary's newest constitutional experts."

Irina Fridman, Center Director, Sakhalin Civitas Center, Department of Education, Culture and Sport expresses what the CIVITAS work means for her as a professional and as a Russian,

"We have realized that the life in democratic society demands to educate new features in every individual, so we must use good experiences in Democracy, not to waste time and to avoid the problems which you have solved before. I suppose that my work with CIVITAS is to work for the future of Russia."

Several cultural anthropologists and sociologists (Asa Hilliard, Sonia Nieto) observe that when people of different cultures interact, they are both affected. The Civitas program is an excellent, positive example of that phenomenon. The American partners' significant involvement in the development of civic education instruction in Eastern and Central Europe has also affected American educators' and students' knowledge, attitudes, and activities regarding civic education in the United States.

Goal: to create instructional materials for students in the United States that will help them better understand emerging constitutional democracies

The responses from the American partners indicate that students in the United States have increased their awareness and knowledge about emerging constitutional democracies through their interactions with visiting delegates as well as exposure to materials that have been developed as a result of the Civitas program.

Interactions with delegates. Dr. John Patrick, Director of the Social Studies Development Center of Indiana University indicated that five teachers from Latvia participated in the Fourth Annual Youth for Justice Summit where students from ten middle schools focused on ways to improve their schools. In addition, there have been sixteen visits to twenty eight classrooms by delegates from 1995 to 1996. Dr. Patrick observes that, as a result

> ***"American students ...in Indiana had opportunities to discuss principles and practices of democracy with civic educators from Latvia. These discussions involved comparisons of Latvia with the U.S.A. and thereby broadened the knowledge of participants."***

The Mershon Center at Ohio State University reports 20 visits in sixty classrooms. Dawn Shinew, Associate Director of the Citizen Development Program at the Mershon Center observes,

> ***"American students are always curious about our Bosnian colleagues' experiences under communism. When our Bosnian guests visit classrooms, they are usually asked to respond to students' questions. Initially, we are all struck by students' lack of information about Poland (geographical location, history, etc.) as well as gaps in their knowledge about democracy. The discussions inevitably lead to follow-up activities in which students, having met someone from Poland, are much more interested and motivated to learn about the country and draw comparisons to the U.S.."***.

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Patton Feichter, Secondary Site Director at Main South High School Illinois reports visits to 60 classrooms and comments,

> ***"On each exchange visit the Latvian delegates met with students involved with student government (Student Council) and attended many classes. Meaningful discussions occurred between our guests and the students. Our students were especially curious about life under communist rule. It was important for students to realize that some people do not have the advantage of living under a democratic constitution. One of the exchange participants was traveling with her teenage daughter. As her daughter and our students spent the day both realized that although they came from different parts of the world they had some of the same experiences and concerns as young adults. "Democratic Partnerships" are now being established where American students can exchange information with Latvian students about civic issues."***

Instructional materials. The American partners report that, as a result of participating in Civitas, they have published over nine books, developed over 46 published lesson plans, and began two new programs and one national competition during the past three years.

In Indiana, for example, materials developed by the Center for Civic Education --Project Citizen and Violence in the Schools-- were used in a program for about 70 middle school students from ten middle schools.

The Florida Law Related Education Association has supported the development and implementation of forty lessons in Civic Education. These have been submitted to the ERIC Clearinghouse for Social Studies.

Impact of delegation visits and instructional materials. While the number of books, lessons, and other materials can indicate how many students have been affected, the descriptions of the

interactions between delegates and American students shed light on what U.S. students are learning from this experience. These descriptions show that American students are 1) learning about the history of Eastern and Central European countries and the process of emerging democracy in these countries, and, 2) increasing their knowledge about American history and civic education.

The Civitas partnerships, including the activities entailed in them, have come about because of collaboration among leaders in the political, educational and private sector arenas. Their contributions are addressed in the next section.

Goal: to facilitate the exchange of ideas and experience in civic education among political, educational, and private sector leaders from Eastern and Central Europe, the United States, and other established democracies

There have been a significant number of visits from Eastern and Central European Delegates to the United States, and by American participants to their Eastern and Central European Exchange partners.

The tables below show that from 1995 to 1998 over 131 delegates from Latvia, Poland, Hungary, Russia, and Bosnia Herzegovina have visited the United states through the Civitas partnership. Five CCE partners report that 47 teachers, 16 school administrators, 3 government officials, and 15 leaders in education from their countries (Czech Republic, Latvia and Russia) visited the United States between 1995 and 1998.

These delegates have met with federal and state senators and representatives, state supreme court justices, state attorneys

general, state bar association leaders, mayors, staff and consultants from the Office of Educational Research and Improvement and the Department of Education, chief superintendents of schools, local school district superintendents, principals and teachers, and university chancellors, deans, and professors. American partners were asked to describe memorable meetings between visiting Civitas delegates and U.S. education or community leaders and government officials.

The Social Studies Development Center of Indiana University noted that five Latvian educators presented a two-hour program on civic education at the Annual Great Lakes Regional Meeting of the National Council for the Social Studies.

The Mershon Center at Ohio state noted that Polish teachers met with Ohio State University professors and master teachers involved in the OSU Professional Development School Network. The Polish teachers were "astounded" that university professors worked with classroom teachers as "colleagues". "The sentiment was expressed again when we conducted a conference in Poland in which U.S. teachers and professors presented as equals." (Dawn Shinew).

The Florida Law Related Education Association listed the following among its most memorable events: Florida Bar resolution honoring the delegation and Civitas program, meetings with Supreme Court Justices to discuss the independent judiciary and capital punishment. Delegates' participation in mock oral arguments at the Supreme Court, and the reception at the home of Chief Justice Gerald Kogan.

Douglas Phillips Social Studies Coordinator of the Anchorage School District wrote that the first delegation from Sakhalin

participated in the Anchorage School Districts' Secondary Social Studies Inservice Program and interacted with a variety of community leaders from a variety of organizations and agencies. The second delegation attended the We the People finals in Washington D.C. and participated in the debriefing sessions with U.S. Department of Education and various Congressional Offices.

Judith Simpson Coordinator of Partners in Education, wrote that delegates from Bosnia Herzegovina attended a breakfast hosted by the State Treasurer. At this breakfast, the Attorney General and Secretary of State discussed openly why they all had chosen not to run for governor. "It was a very open conversation, so open that the delegates were astounded. Both the treasurer and the controller also were not running for re-election. They shared their views that as good citizens they wanted to give back to their states. Both had served two terms."

Kathy Hand, Project Director of We the People in Washington indicated that delegates met with the State of Washington Secretary of State, Senator Slade Gorton, and Boeing Education Management. All expressed their interest and support for Civitas.

American participants have also visited their exchange partners in Eastern and Central Europe. The table below shows that a total of 105 delegates from the seven partners have visited their European counterparts. This includes 40 teachers, 4 school administrators, 25 university professors, 8 government officials, 5 attorneys, and a variety of consultants, school board members, and directors of foundations.

Respondents were asked to describe examples of how these delegates may have become more active in promoting civic education upon

their return. American participants have engaged in a variety of activities promoting civic education as a result of their visits to Eastern and Central Europe. These activities include publishing journal articles, including ideas and information about the European partners' constitution and government in their courses, continuing communication with their European partners through electronic mail and other types of correspondence, facilitating more exchange visits, helping to organize student academic competitions in the Eastern and Central European countries.

Doug Phillips of the Anchorage School District also points out that all of the U.S. Delegation members that have traveled to Eastern Russia with the Civitas Exchange Program will serve in an advisory capacity to the Alaska Civitas Exchange Program. The partners also state that these visits have been publicized in the print media as well as on local television and radio.

Dawn Shinew of the Mershon Center observes,

"All of these delegates have described the experience as 'life-changing' on both personal and professional levels. One of the teachers has initiated a collaborative project with Polish and Lithuanian teachers as a result of her involvement with this program. We've conducted numerous workshops and seminars, developed curriculum materials, and a methods book for preservice teachers."

One of the by-products of these exchanges is collaborative research between American and European partners as well as research occurring within each of the countries.

Goal: encourage research to determine the efforts of civic education on the development of knowledge, skills, and traits of public and private character essential for the preservation and improvement of constitutional democracy

Research efforts were mentioned by one Eastern European and one American partner in their response to the questionnaire. However, the questionnaire did not directly ask the partners to describe their research or evaluation efforts.

Dr. Polechova of the Institute for Research and Development of Education (IRDE), Faculty of Education, Charles University,Prague describes her role as follows:

"My role is to support, monitor and reflect on the feedback between a vision of the school of the future and contemporary innovators representing examples of best practices of internal educational reform that we can identify today. One way to do this is to involve initiative-taking teachers, as well as their followers in the programs of Civitas. It is clear that these programs can serve as excellent models for innovation in the Czech educational system, at the same time ensuring that civics will be seen as a central concern from the earliest grades of school through secondary education".

The Florida Law Related Education Association has conducted research on the impact of the Citizen in a Democracy program on students attitudes and activism. They found that students feel that the program "greatly improved their knowledge and skills regarding Hungarian democracy, improved their attitudes towards democracy, and increased their political tolerance."

Other findings

Civitas Partners were asked several questions regarding the supporters and challengers of the Civitas program, as well as the benefits of participating in Civitas to them as professionals and to their organizations.

Civitas Supporters. All of the partners listed several supporters of the Civitas Exchange program in their state. The supporters vary widely and include prominent government officials such as

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State Supreme Court Justices, state bar associations, state departments of education, school districts and universities.

Civitas Challengers. Only one person indicated that the value of the program had been questioned. This partner reported that the chamber of commerce asked whether this individual's time was well spent on CIVITAS. The other partners responding to this question indicated that they had received only support rather than opposition to their efforts.

Professional Benefits of Participating in Civitas. The partners eloquently expressed the personal and professional benefits of the Civitas program:

"Participants have greatly increased their knowledge of principles and practices of democracy and methods of education for democratic citizenship. This knowledge has and will be used to improve civic education for democracy in Latvia and the U.S.A.." J. Patrick, Director, Social Studies Development Center of Indiana University

"My participation in ICEE has provided me with incredible opportunities to interact with Polish educators, as well as civic educators from across the country (U.S.) and other parts of Europe. these experiences have given me insights regarding what it means to be a "professional". I am always impressed by the level of commitment and expertise among our European colleagues. In addition, this program has challenged me to renew interest in civic education in the U.S.." D. Shinew, Associate Director, Citizenship Development Program, Ohio State University

"After 23 years in civic education in the United States, I find that the Civitas Exchange Program draws upon all of the knowledge, skills, experiences, and creativity that I have been able to gain over the years. I don't have all of the answers but I've found that I have some of the questions -- starting points for Russian and American educators alike so that we all can improve ourselves as civic educators. am extremely thankful for this opportunity and continue to be excited by the civic education challenges that like ahead. It's one of the times in life where I feel that I'm doing something that really makes a difference. I know the Civitas Exchange Program is making a difference in me."

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Doug Phillips, Social Studies Program Coordinator, Anchorage School District

"I am a changed person as a result of this experience and passionately committed to spreading democracy." J. Simpson, Partners in Education Inc., Nevada

"Participating in the Civitas program is a complex adventure. I have likened it to being Cinderella at the ball. It is extremely hard work and time consuming work, but the rewards far outnumber anything imaginable. What do you do after a cold war? I have been given the chance to share my very small bit with others who are also interested in learning how to make a better democracy. Together we may ad to world peace." Kathy Hand, Project Director, We the People Project, Washington

"Educators in former Soviet Union countries are struggling to teach democratic values to their own students who are often unfamiliar with these principles. I can use their experiences in my own classrooms to remind students they should never take democracy for granted. At the same time my experiences can help Latvian educators. Both benefit. Many worthwhile materials have also been developed from this program such as Comparative Lessons in Democracy. These experiences bring fresh insights to the teaching of democratic principles." Patton Feichter, Secondary Site Director, Main Township High School South, Illinois.

Benefits to the organization. The primary benefits include opportunities to enhance civics education instructional practices, teacher preparation, materials development both in the United States and abroad. Two partners also find that the Civitas Exchange Program facilitates meaningful linkages and communication among people and organizations at local, state, and national levels, that may not have otherwise met. These linkages enhance civics education and help to shape social, political and economic bridges among the participants. Kathy Hand, coordinator of We the People in Washington State aptly explains this point:

"Washington State does a lot of trade with the Sakhalin region. That is why my delegation met with our Secretary of State. Good relations are important to our state, it's good business! The friendships that are developing are pluses. There is a reaching out from each side."

Summary and Recommendations

The responses from both American and Eastern/Central European partners clearly indicate that at these partnership sites, at least four of the five goals are being achieved. The partners have facilitated fruitful visits to Exchange sites in which both American and Eastern and Central European teachers have attended preservice and inservice seminars, workshops, conferences, and other staff development activities. In addition, students in elementary through high school have participated in a variety of academic competitions, showcases, projects, and other activities focused on civic education. Out of these efforts materials have been translated and developed for use in Eastern and Central Europe. American students have benefited greatly from their interactions with visiting European delegations as well as from lessons, materials, and programs that have been developed for use in the U.S. as a result of Civitas. The visits by delegations has helped to build national and international bridges across various political, economic and educational sectors.

Only two partners mentioned their research efforts within the context of the Civitas Exchange Program. In fairness, the questionnaires did not directly ask about this issue. Clearly this problem will be addressed in future evaluations. Another potential reason for the lack of mention may be that the partnerships are fairly new, three began in 1997. Typically, the first year of a program focuses on building relationships and defining an agenda. As a result, some of the programs have only recently begun activities that directly affect teachers and students and provide a potential research focus.

Suggestions for Future Evaluations or Research One very important area for research is to document and describe the process by which

the partners build relationships that lead to specific activities (such as delegation visits, teacher training, academic competitions, materials translation or development etc.). This kind of ethnographic research could provide useful information for new or future partners in the Civitas Exchange Program. Another area for exploration is student assessment and program evaluation. As we know, student assessment and determining program effectiveness through evaluation are an integral component of American education. Educators in public institutions are accountable to the voters and funding agencies. The ECE partners who come to the United States are learning about Civic Education within the context of general American Public Education. The data in this report strongly suggest that the ECE partners are adopting and adapting American models of Civic Education, hence it is likely that models of student assessment and program evaluation will follow.

APPENDICES

DELEGATES FROM OTHER COUNTRIES VISITING U.S.

YEAR	COUNTRY	#DELEGATES	DESCRIPTION OF WHO DELEGATES MET
95/96	Latvia	5	State Attorney General, State Supreme Court Justice, local judges and attorneys, State Bar Association leaders.
96/97	Latvia	7	
97/98	Latvia	5	
95/96	Poland	7	U.S. congressional and state senators and representatives, college professors, school school principals and teachers.
96/97	Poland	6	
97/98	Poland	6	
95/96	Hungary	6	U.S. congressional and state senators and representatives, state supreme court justices, state bar officials, city mayor, U.S. congressional economists Staff and consultants from U.S. Office ofEducational Research and Improvement, and U.S. Department of Education.
96/97	Hungary	8	
97/98	Hungary	6	
96/97	Russia	6	City mayor, state supreme court justice, state school board, district superintendents university chancellor, college professors, state bar officials, principals, teachers.
97/98	Russia	5	
96/97	Bosnia/ Herzegovina	13	State representatives, state supreme court justice, U.S. district court judge, state schools superintendent, college professors, school district administrators, teachers
97/98	B.H.	11	
95/96	B.H.	unknown	Governor, U.S. senators, Director of State Department of Education, mayor, state attorney general, state treasurer
96/97	B.H.	8	
97/98	B.H.	11	
97/98	Russia	5	State Superintendent of Public Instruction, U.S. state senator, Superintendent, board members of school district.

NUMBER OF TEACHERS, ADMINISTRATORS, PUBLIC OFFICIALS, AND LEADERS OF EDUCATION FROM U.S. THAT HAVE VISITED THEIR EUROPEAN EXCHANGE SITE BY YEAR.

LOCATION	DATES	NO	TYPE OF DELEGATE
SITE 1	95/96	7	2 Teachers; 2 college professors, 1 librarian, 1 government official 1 political party leader
	96/97	7	3 teachers, 4 college professors/instructors
	97/98	7	3 college professors, 1 state bar association official, 1 public school administrator, 1 center for Civic Education staff person, 1 educational foundation staff person
SITE 2	95/96	13	4 secondary school teachers, 5 college professors, 5 university associates
	96/97	10	5 secondary teachers, 1 college professor, 4 university associates, 1 state department of education representative
	97/98	9	6 secondary teachers, 1 college professor 2 university associates
SITE 3	95/96	10	1 state supreme court justice, 1 supreme court docent, 2 state bar officials, 2 college professors, 1 teacher, 1 school board member, 1 state representative, 1 attorney.
	96/97	7	5 teachers, executive and associate directors of partnership site.
	97/98	11	1 state supreme court chief justice, 1 state supreme court docent, 3 teachers, 1 educational consultant, 2 professors, the executive and associate directors and program administrator from partnership.
SITE 4	96/97	6	1 middle school teacher, 2 high school teachers, 3 district administrators
	97/98	4	1 elementary teacher, 1 middle school teacher, 1 high school teacher, 1 district administrator
SITE 6	95/96	1	educators
	96/97	2	educators
	97/98	1	educators
SITE 7	97/98	2	Director of Social Studies and Foreign Affairs for Office of Superintendent of Public Instruction, Director of partnership.

TOTAL NUMBER OF PARTICIPANTS IN CIVIC EDUCATION CONFERENCES, TRAINING INSTITUTES AND SEMINARS THAT HAVE OCCURRED IN EASTERN AND CENTRAL EUROPEAN EXCHANGE SITES AS A RESULT OF THE CIVITAS PROGRAM.

YEAR/COUNTRY	CONFERENCES	TRAINING INSTITUTES	SEMINARS
Czech Rep.			
1995/96			
1996/97			120
1997/98		50	330
Russia (b)*			
1995/96	80	60	46
1996/97	40	70	50
1997/98	90	80	60

*Only one Russian partner responded to this question

Civitas: An International Exchange Program

1997-1998 International Survey

The purpose of this survey is to gather information about the role of **Civitas: An International Civic Education Exchange Program** for each year your country has participated in the **Exchange Program**. We are also interested in a description of your civic education programs, and also in the role that the **Civitas Exchange Program** has played in building institutional support for civic education. We are also interested in the role that **Civitas** has played in providing training and curricular support for educators and administrators, and in your impressions of the results of civic education programs on students.

This information will be used to evaluate the effectiveness of the **Civitas Exchange Program**. It will be reported to the U. S. Department of Educational Research and Improvement, which is a primary funder for the Civitas program. Information about institutions, schools and programs will be kept confidential. The report will discuss findings and provide examples without disclosing the names of individuals or of institutions.

If you have any questions regarding the Survey, please call Dr. Beverly Cabello at (818) 677 4699 or email at beverly.cabello@csun.edu. Please return the completed survey by Friday, July 31, 1998. You may fax the survey to (805) 522 9134, or email beverly.cabello@csun.edu.. Dr. Cabello will be making follow-up calls during the week of July 27, 1998.

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Your name _____ Institution _____

1. When did you or your institution become a member of the **Civitas: An International Exchange Program network?**

2. In what kinds of civic education programs is your country involved as a result of your membership in the Civitas network?

3. What percentage of support for civic education does your institution currently receive from:

a) This grant _____%

b) From your government _____%

c) Other? (Please name) _____%

4. What is the nature of the support from sources in your country? (For example; financial support, provision of materials, training, facilities for training, release time from work).

5. Is civic education an academic requirement in the elementary and secondary schools in your country? If yes, at which ages is civic education required and how long has this requirement been in effect?

6. Is civic education a separate subject? Or if it is incorporated into another subject matter, in which subjects is it taught? Or is civic education taught in a way other than through formal school? Please describe.

7. Which institution(s) have the primary responsibility for setting curriculum standards and goals for civic education in your country? Please describe whether these institution(s) have been helpful in promoting civic education. What role, if any, has Civitas played in fostering a supportive environment for civic instruction?

Visiting U.S. Delegations

8. We are interested in knowing about Civitas delegations from the United States who have visited your country. Please describe some of the key people the delegates met with in your country, such as community leaders, leaders in civic education, public officials, or others.

	Community Leaders	Leaders in Civic Education	Public Officials	Others, please describe
August 1995 - August 1996				
August 1996- August 1997				
August 1997- August 1998				

9. Please describe memorable meetings between visiting U.S. delegates and education or community leaders, or government officials in your country.

Delegations from Your Country Visiting the U.S.

10. Please report the number of teachers, administrators, public officials and leaders in education from your country that have visited your American Exchange Site by year.

	Teachers	Administrators	Public Officials	Leaders in Education
August 1995 - August 1996				
August 1996- August 1997				
August 1997- August 1998				

11. Please describe any examples of how any of these delegates may have become more active in promoting civic education upon their return home.

12. In what ways has your site's involvement with the Civitas Exchange Program influenced the professional development of teachers and other educators? Please be as specific as possible and provide titles and dates of teacher institutes, conferences, or other in-service or pre-service activities. Please feel free to add your insights or relate anecdotes which show how educators have 1) benefited professionally from these exchanges, and 2) how educators have changed what they teach their students based upon the exchange.

13. Since beginning your involvement in Civitas, please estimate the total number of participants in civic education conferences, training institutes, and seminars that have occurred in your country as a result of the Civitas Program.

	Conferences	Training Institutes	Seminars
August 1995 - August 1996			
August 1996 - August 1997			
August 1997- August 1998			

14. Would you describe the role that Civitas has played in fostering these conferences? (i.e. assisting directly, providing ideas or materials, providing presenters, etc.)

Curriculum and Materials

15. Please describe and list the materials on civic education that have been developed or translated and adapted for your country. Please estimate the total number of these texts by name, the grade level for which it is intended, as well as the number of teachers' guides and student books.

	Grade Level	Name of Text	Number of Teacher's Guides	Number of Student Books
August 1995 - August 1996				
August 1996 - August 1997				
August 1997- August 1998				

16. Please describe any civic education showcases or competitions that your students have participated in for civic education courses as a result of the Civitas Exchange Program.

	Showcases or Competitions	Number of Students Participating
August 1995 - August 1996		
August 1996 - August 1997		
August 1997- August 1998		

17. Has information about **Civitas,** civic education or the competition been published or broadcast by the media in your country? (This might include television, radio, newspapers, newsletters, magazines, academic journals, etc.? Please briefly describe.

18. Please give an example of how civic education, resulting from the Civitas Exchange Program, may have improved students' attitudes, knowledge and skills. Please describe any evidence you may have gathered to evaluate the impact of civic education on students.

19. What have been some of the challenges to the implementation of civic education in your schools and institutions?

20. Additional comments

Civitas: An International Exchange Program

1997-1998 American Survey

The purpose of this survey is to develop a "snapshot" of Civitas state. We need information about each year in which you have participated in the Civic Education Exchange Program. We need to know how the Civitas Exchange has affected the development and implementation of curriculum, instructional practices and materials. In we are asking for a description of how many teachers and students through participation in the Civitas exchange, have been engaged in effective civic education.

Information about individuals or individual schools and districts shall remain confidential. The report will discuss general findings and provide examples without disclosing the names of individuals or institutions.

The information will be used to evaluate the effectiveness of the Civitas Exchange Program. This evaluation will be reported to the U.S. Department of Educational Research and Improvement, which funds the program.

Please return the completed survey by Friday, July 31, 1998. You may fax the survey to (805) 522 9134, or email at beverly.cabello@csun.edu.. Dr. Cabello will be making follow-up calls during the week of July 27, 1998.

If you have any questions regarding the survey, please call Dr. Beverly Cabello at (818) 677 4699, fax her at (805) 522 9134, or email at beverly.cabello@csun.edu. .

Name _____ Institution _____

1. In what year did your state become a site for the **Civitas Exchange Program**?

2. In what kinds of civic education activities (curriculum development, teacher education, etc.) has your site been involved as a part of **the Civitas Exchange Program**? Please identify any products (curricula, newsletters, etc.) that have emerged from these activities.

3. We are interested in knowing about Civitas delegates from other countries who have visited your state and Washington D.C.. From which countries have the delegates come? With which key American public officials, community or civic education leaders did these delegations meet?

	Country	Number of Delegates	Key American public officials, community or civic education leaders visited by international delegations
August 1995 - August 1996			
August 1996 - August 1997			
August 1997 - August 1998			

4. Please describe memorable meetings between visiting Civitas delegates and U.S. education or community leaders, or government officials.

5. We are interested in the impact Civitas delegations have had on American students. Please estimate the number of visits delegations have made to schools for the years that your site has been a member of the Civitas Exchange program.

	Number of Visits	Number of Classrooms
August 1995 - August 1996		
Elementary		
Middle School		
Sr. High School		
August 1996 - August 1997		
Elementary		
Middle School		
Sr. High School		
August 1997 - August 1998		
Elementary		
Middle School		
Sr. High School		

6. Would you provide any descriptions of how the exchange visits affected American students' knowledge, skills and interest in civic values and democracy?

7. In what ways has your site's involvement with the Civitas Exchange Program influenced the professional development f teachers and other educators? Please be as specific as possible and provide titles and dates of teacher institutes, conferences, or other in-service or pre-service activities. Please feel free to add your insights or relate anecdotes which show how educators have 1) benefited professionally from these exchanges and 2) show educators have changed what they teach their students based upon the exchange.

8. Please estimate the number of teachers, administrators, public officials and leaders in education from your state that have visited your European Exchange site by year.

	Number of Delegates	Type of U.S. Delegate (e.g. state legislator, elementary or secondary teacher, administrator, etc.)
August 1995 - August 1996		
August 1996- August 1997		
August 1997 - August 1998		

9. Would you please describe any examples of how any of these delegates may have become more active in promoting civic education upon their return? Have their been other benefits from these exchanges (for example, exchange of ideas, seminars, training, home stays, conferences, presentations, articles, news coverage, etc.?

10. Which individuals or institutions have been particularly supportive in implementing the Civitas goals in your state?

11. Which actors or institutions have challenged the implementation of Civitas goals in your state?

12. What do you feel has been the overall benefit of participating in Civitas: An International Civic Education Exchange Program to you as a professional?

13. What has been the overall benefit of participating in Civitas to your organization? To your state?

14. Any additional comments?